



STRANMILLIS UNIVERSITY COLLEGE
A College of Queen's University Belfast

***Guide to
School-Based Work***

2011-12

Information Pack for
Students and Host Teachers



The University College's vision is to be a centre of excellence in educational, professional and vocational development.

The University College's mission is:

“to sustain a critical community of educational excellence in teaching and research in a shared learning environment where diversity is welcomed, in order to help meet the professional needs of the society in Northern Ireland”.

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Please read this guide in conjunction with the **Northern Ireland Teacher Competences** which you can access via: www.gtcni.org.uk

Click on the Professional Standards tab and then access 'Teaching: the Reflective Profession' where you will find the 27 competences set out under the three broad headings as follows:

- Professional Values and Practice
- Professional Knowledge and Understanding
- Professional Skills and Application

SECTION 1: CODE OF PRACTICE

INTRODUCTION

Central to students' professional preparation is the great emphasis placed on School-Based Work (SBW) and the acquisition of professional competences by student teachers. School-Based Work comprises first-hand observation of children of different ages and abilities, practising teaching skills and techniques and participation in the wider aspects of school life. Schools and the University College are in close partnership to ensure the maximum development of these competences. At the appropriate time details of placements will be emailed to students. Within the University College all arrangements for SBW are carried out under the direction of the Head of School Partnerships by the relevant staff at the Schools Desk in the Central Admin Office, in the Central Building. This Code of Practice applies to Primary and Post-Primary Bachelor of Education (BEd) as well Postgraduate Certificate of Education (PGCE) students.

THE STUDENT AND THE SCHOOL

Students are guests in the schools and should cooperate fully with the school principal and his/her staff. In the event of a student being asked to carry out duties which he/she feels are not appropriate or are contrary to University College instructions, the student concerned should contact the Head of School Partnerships.

The school principal has the right and indeed the duty to refuse admission to students whose personal standards in behaviour, dress and appearance do not conform to the standards set by the school.

Normally on first attendance at a school, students should report to the school principal at 10.00 am. On subsequent days students should arrive 10 minutes before the commencement of each school day and remain **for the full day**. Attendance at schools will not normally be required on Wednesday afternoons. In many schools students will find a teacher-tutor whose duty it is to liaise with them about the practice.

Full, regular and punctual attendance at schools is required. Should a student be unavoidably absent or delayed, the school must be contacted **immediately**, as must the University College (see below). On return to school after an absence, a personal explanation for any inconvenience caused must be made to the principal.

Students are expected to make the most of placements in schools.

In primary schools, since each student is normally attached to one teacher and class at a time, participation in all aspects of professional work is a possibility – marking registers, correction of work, tutoring individual pupils, sharing supervision duties, etc.

In post-primary schools, because of the nature of the timetable which will involve work with various departments, teachers and classes, continuity of contact is more difficult. Some schools provide an observation timetable as well as a teaching timetable for each student; which is helpful in that it permits a student to observe specialist professional teachers at work. However students must take the initiative and, with the cooperation of the relevant heads of departments, spend time in the departments, becoming acquainted with text books, curriculum materials and other facilities as well as departmental organisation and commitments. Only in the most exceptional circumstances should teaching time be spent in staffrooms. **Preparation for teaching is not normally undertaken in school.**

All students are expected to participate fully in the wider life of the school, in attendance at morning assembly, in supervision duties, in extra curricular activities (clubs and societies), and, in the case of post-primary schools, in exploring formal structures set up for pastoral care (guidance, counselling, careers).

This will naturally give students access to confidential information, both through conversation, discussion and observation and in relation to recorded data. **This must be treated professionally and not disclosed, even casually, outside the school environment.**

LEGAL RESPONSIBILITY

Legal responsibility for the student's work in school is covered, provided the student is working under the direction of the school principal, class teacher or form teacher.

Before planning any kind of field trip, the permission of the school principal must be obtained. On all such exercises the pupils must be accompanied by the class teacher or an alternative member of the school staff. Students should also ensure that the adult-pupil ratio complies with current Department of Education regulations.

Because the normal car insurance does not permit it, students should not transport children in their car in connection with educational visits.

If students are invited to participate in an extended school field trip, they require the **prior** permission of the Head of School Partnerships in writing and the student should contact the appropriate University College subject areas and seek specific guidance on safety procedures.

The student should be conversant with the safety routines of the school: for example, fire drill. It is also of vital importance to know about accident procedures, especially those in relation to workshop, gymnasium and laboratory activities.

IN NO CIRCUMSTANCES MAY A STUDENT INFLICT ANY KIND OF PHYSICAL PUNISHMENT ON A CHILD.

THE STUDENT AND THE UNIVERSITY COLLEGE

Choice of school

In general this is made for students by the University College. In recent years, however, the changing demographics of the school population have required the University College to secure placements further outside the Greater Belfast area and more students than hitherto will be granted requests to carry out placements in their home areas. (Halls students are reminded that if they undertake a placement at home, they are still required to pay their Halls fees.) Students can help to avoid inappropriate placements by filling in fully and accurately the information sheets issued before each practice. After school lists have been published, changes are only made in very exceptional circumstances. However if a placement produces unforeseen difficulties, students should report the fact immediately to the Head of School Partnerships or to the Schools desk in the Central Admin Office.

As far as possible, home-based students are assigned to schools in their own local areas. Students in Halls are normally allocated to schools within Belfast or are conveyed by coach to schools in, for example, Antrim, Ballymena, Bangor, Carrickfergus, Craigavon, Newtownards and Larne.

Absence

On the morning of any absence, as well as informing the school, the student, or someone on their behalf, should contact the Schools Desk before 9.00 am on 028 9038 4344 or schools@stran.ac.uk stating name, school, the reason for, and possible duration of the absence. Absence of more than five days must be supported by a doctor's certificate which should be forwarded to the Schools Desk, Central Admin Office. Permission to be absent for exceptional reasons may be granted, provided an application in writing is received by the Head of School Partnerships at least five days beforehand, giving adequate reasons to support the request. Leave of absence for purely personal reasons (dental appointments, driving tests etc) is not normally granted. Where a club or society is applying for leave of absence on behalf of a student, the request must be submitted by the secretary and countersigned by a member of staff.

School-Based Work – a course requirement

The successful completion of School-Based Work is a course requirement and no exceptions are permitted. Hence poor attendance for whatever reason and/or lack of satisfactory progress in teaching may result in the student having to undertake additional practice. For further details see 'Protocols for Student Progress'. Students are reminded that they must be available throughout June and/or September for such demands.

School and College closures

If a school is closed during SBW, the student/s should inform the Schools Desk (028 9038 4344) of the fact at the earliest possible time. No attendance at University College in lieu is normally required. In filling in the School Attendance Record Form, such closures should NOT be recorded as absences (A); instead, an entry should be made indicating the reason for the holiday (eg mid-term, election, etc).

Should the University College be closed at any time during the period of School-Based Work whilst the school remains open, the student should remain at school.

School-Based Work Record

On the last day of School-Based Work the student should complete the front of this form (Appendix 1a and 1b) and hand it to the school principal who will later complete the other side and return it to

the College. Primary students should complete a separate form for each class in which practice has been undertaken. As well as being a record of what a student has taught, these forms invite host teachers, teacher-tutors and principals to record their views about a student's competence and general attitude to teaching. These views are an integral part of the University College's assessment procedures for each year (block in the case of PGCE students) of SBW. **The forms are available from the Central Admin Office before SBW and it is the responsibility of the student to collect these, or to photocopy the form in Appendix 1. They are also available as a resource on QOL.**

School Attendance Record

Students complete this form (Appendix 2) and return it to Schools Desk in the Central Admin Office on the final day of SBW or as soon as possible thereafter. On the back, record any reasons for absences. Where the last day of SBW is also the last day of term please post the form to the University College. **Do not keep it until the new term.**

Travelling expenses

Travelling expenses (if eligible) incurred through school based work programmes are recoverable from the College (Appendix 3a&3b). Claims should be lodged promptly. Where students use a car during SBW they do so at their own risk; since no liability is accepted by the College a student should satisfy himself/herself that their insurance cover is in order. Expenses will not be paid until the School Attendance Record has been received and checked. Students conveyed by coach obviously do not submit claims for travelling expenses. Halls students who are permitted to carry out School-Based Work from their home, will NOT be paid travelling expenses as a place is theoretically available for them on the College coach, or convenient to their term time address.

Conclusion of school-based work

Whilst the College and the schools take a great deal of care to try to make school experience as valuable as possible for students, much depends on the students' own enthusiasm, energy and initiative. Lost time and wasted opportunities on SBW cannot be retrieved. Students should maximise their efforts and learn all they can. If, during SBW, students need help or are experiencing any kind of difficulty – in relation to content, teaching techniques, personal relationships with pupils or staff – they should not hesitate to seek advice from tutors who visit students in schools, from tutors who teach students in College or from the Head of School

Partnerships. In certain relevant matters students may wish to consult the Students' Union or the President, Student Representative Council.

AT THE CONCLUSION OF A PERIOD OF SCHOOL-BASED WORK STUDENTS SHOULD ENSURE THAT:

- all borrowed materials have been returned;
- all meals and other refreshments have been paid for; and
- appreciation has been expressed to the principal and school staff for their support and guidance.

JURY SERVICE

Students are sometimes called for jury service. Should this occur (during term time or teaching practice), students should take the details to the relevant Department office, ie Primary or Post Primary which will apply for exemption on the student's behalf.

THIS SIDE TO BE COMPLETED BY THE STUDENT AND THEN GIVEN TO THE SCHOOL PRINCIPAL

STRANMILLIS UNIVERSITY COLLEGE
SCHOOL-BASED WORK RECORD (Primary/Nursery/Special)

Session _____ / _____

1. Name of Student: _____

College Year: (BEd 1, 2, 3 or 4 or PG EY) _____

2. Dates of School-Based Work:

--

3. School

Class(es)

--	--

4. Tutors who saw you teach & dates of visits

--

5. Dates of absence:

--

6. Summary of lessons taught:

Subject	Number of lessons
Language & Literacy	
Mathematics & Numeracy	
Creative & Expressive	
Physical Development	
Personal Development	
The World Around Us	

SIGNATURE OF STUDENT _____

(FOR COMPLETION BY THE PRINCIPAL AND CLASS TEACHER)

Please tick the appropriate comments which best describe the student's school-based work.

1. Proved helpful and cooperative

- Most cooperative Very willing to help Normally helpful Had to be asked to help Uncooperative

2a. Demonstrated understanding and knowledge of the content of the curriculum

- Very good Good Satisfactory Poor Unsatisfactory

2b. Demonstrated appropriate skills in planning and teaching taking account of pupil's needs

- Very good Good Satisfactory Poor Unsatisfactory

3. Showed an understanding of and used a range of strategies, techniques and resources to promote learning

- Very good Good Satisfactory Poor Unsatisfactory

4a. Created a positive classroom environment with good pupil/teacher interaction

- Very good Good Satisfactory Poor Unsatisfactory

4b. Developed strategies for ensuring high pupil participation

- Very good Good Satisfactory Poor Unsatisfactory

5a. Devised appropriate consolidation and assessment tasks to monitor pupil performance

- Very good Good Satisfactory Poor Unsatisfactory

5b. Provided feedback and reinforcement for pupils

- Very good Good Satisfactory Poor Unsatisfactory

6. GENERAL: Are there any other comments you would like to make?

I confirm the attendance overleaf: YES / NO

SIGNATURE OF CLASS TEACHER: _____

SIGNATURE OF PRINCIPAL: _____

Please post this form direct to the Schools Desk, Central Admin Office using the pre-paid envelope

THIS SIDE TO BE COMPLETED BY THE STUDENT AND THEN GIVEN TO THE TEACHER TUTOR

STRANMILLIS UNIVERSITY COLLEGE
SCHOOL-BASED WORK RECORD (POST-PRIMARY)

Session _____ / _____

1. **Name of Student:** _____

College Year: (1, 2, 3 or 4): _____

2. **Dates of School-Based Work:**

--

3. **School**

Subjects/Classes

School	Subjects/Classes

4. **Tutors who saw you teach & dates of visits**

--

5. **Dates of absence:**

--

6. **Summary of lessons taught:**

Subject and class

Number of lessons

<i>Subject and class</i>	<i>Number of lessons</i>

SIGNATURE OF STUDENT _____

(FOR COMPLETION BY THE TEACHER TUTOR AND HEAD OF DEPT.)

Please tick the appropriate comments which best describe the student's school-based work.

1. Proved helpful and cooperative

Most cooperative Very willing to help Normally helpful Had to be asked to help Uncooperative

2a. Demonstrated understanding and knowledge of the content of the curriculum

Very good Good Satisfactory Poor Unsatisfactory

2b. Demonstrated appropriate skills in planning and teaching taking account of pupil's needs

Very good Good Satisfactory Poor Unsatisfactory

3. Showed an understanding of and used a range of strategies, techniques and resources to promote learning

Very good Good Satisfactory Poor Unsatisfactory

4a. Created a positive classroom environment with good pupil/teacher interaction

Very good Good Satisfactory Poor Unsatisfactory

4b. Developed strategies for ensuring high pupil participation

Very good Good Satisfactory Poor Unsatisfactory

5a. Devised appropriate consolidation and assessment tasks to monitor pupil performance

Very good Good Satisfactory Poor Unsatisfactory

5b. Provided feedback and reinforcement for pupils

Very good Good Satisfactory Poor Unsatisfactory

6. GENERAL: Are there any other comments you would like to make?

I confirm the attendance overleaf: YES / NO

SIGNATURE OF HEAD OF DEPT: _____

SIGNATURE OF TEACHER TUTOR: _____

Please post this form direct to the Schools Desk, Central Admin Office using the pre-paid envelope



STRANMILLIS UNIVERSITY COLLEGE
A College of The Queen's University of Belfast



PLACEMENT ATTENDANCE RECORD

Student's Name **College Number**

School **College Year**

Week commencing	Mon	Tues	Wed	Thurs	Fri

- Notes: (a) For each day of practice enter either P (Present) or A (Absent)
 (b) On the reverse side of the form state the reason for each absence

This form must be completed by all students and returned to Schools Desk, Central Admin, immediately



STRANMILLIS UNIVERSITY COLLEGE
A College of Queen's University Belfast

Student Travel Guidance - for All Student Placements

The following guidance should assist you to understand the process to be followed and what your entitlement is regarding travels costs during placements including School Based Work.

Students participating on School Based Work (SBW) and other course-related placements will be entitled to reimbursement by the College for travel costs associated with the placement in certain circumstances. Students will be eligible to claim only for travel **which is in excess** of their routine distance travelled to College.

The College will reimburse students only for travel costs using the most cost effective method.

Receipts **must** be provided for all journeys made by public transport and being claimed in relation to the placement.

Where students use a private car during placement they do so at their own risk. No liability is accepted by the College as a student should satisfy himself/herself that their insurance cover is in order. The current approved mileage rate is 20p per mile for travel made by private car.

The College seeks to facilitate students to keep their placement related travel costs to a minimum by arranging placements as close as possible to the students home or term time address. Thus students will be eligible to claim only for travel costs when the journey is **in excess of their routine travel to College** as per the following examples.

Here are a number of examples to help illustrate the application of these rules:

Example 1

A student has a home address in Portadown but has a term time address on the Lisburn Road in Belfast – 1.5 miles from the College. The placement is in Banbridge and the student travels by car from their home in Portadown to Banbridge - a trip of 12 miles each way. The student can claim for 12 – 1.5 miles each way = 21 miles return trip daily.

Example 2

A student lives at home in Randalstown and travels by bus to the College each day. The placement is in Ballymena and the student also takes the bus. The student cannot claim travel for the placement as the total distance of travel from Randalstown to Ballymena each day is less than Randalstown to College.

The Schools Desk/Programme Administrator will check the appropriateness and scale of all claims made and may amend or completely reject any claims made.

Claims must be submitted using the appropriate travel expenses claim form to the Schools Desk/Programme Administrator **within 1 month** of the end of the placement. Reimbursement may not be made for claims received after the expiry of this time limit unless a satisfactory explanation is provided. Expenses will not be approved for payment by the appropriate Head of Department until Schools Desk/Programme Administrator has received and checked the associated School/Placement Attendance Record.

Halls based students who can avail of the SBW provided College coach transport to their placement location are NOT entitled to reclaim travel costs incurred should they decide to travel using an alternative transport method or if they should opt to carry out their placement close to their home address.

Travel expenses claim forms are available from the Central Admin Office and the Student Forms section of the College Intranet.

SECTION 2: STUDENT TEACHING

TEACHING REQUIREMENTS

The length of time spent in school and the number of teaching activities students are required to plan and teach increase as students progress through the respective programmes. The teaching requirements are fully explained in briefing sessions which are given in all four years for BEd students and before each block for PGCE students. Tables which summarise the assessment, pattern and requirements of each year are found at Appendix 4a – Primary, Appendix 4b – Post-Primary and Appendix 4c -Postgraduate. As well as expecting more quantitatively, more is also expected qualitatively from students, that is, students are expected to demonstrate higher levels of competence as they progress through the programmes.

YEAR 1 B.ED. AND PGCE OBSERVATION PERIODS

Primary, Post-Primary and Postgraduate students begin their School-Based Work programme with a period of classroom observation.

Primary students

Primary students will be assigned to a primary school for a school year and will undertake 5 days observation – split between a KS1 class and a KS2 class. During this period students must maintain a portfolio in which they will record and analyse information gathered and the activities carried out during the block in school. The artefacts contained in the portfolio will take a range of forms depending on the nature of the task, from readings from the literature, through diagrams and personal observations, to materials from the class teacher and official material from the school, such as the school prospectus and school policy documents.

Activities

Students should not make extensive notes in the classroom – activities should be written up after school and only very brief notes taken in class.

The following issues should be addressed in the context of both placement classes and in the light of reading:

- classroom layout, resources and displays of work
- classroom rules and routines
- range of activities carried out over the week
- analysis of the following within the context of both a literacy and a numeracy lesson
 - starting the lesson/transitions with lesson
 - links made to previous learning
 - teaching strategies
 - pupil activities
 - organisation of the learning whole class/group/individual
 - use of resources including ICT
 - management of pupils' rules and routines
 - strategies for assessing pupil learning
 - consideration of special needs
 - teacher relationship with pupils
 - summarising and extending the learning
 - concluding the lesson.

With the agreement of the teacher, the student should:

- take notes throughout the week on how a high/middle/low ability child responds to classroom processes; and
- work with different individuals/groups of children under the direction of the teach.

Post-primary students

Post-primary students will be assigned to a post-primary school for a year and will undertake 3 days observation prior to the block practice.

On this observation day students will:

- engage with a range of observation exercises related to their main subject for which they have been briefed in the University College. They will observe and analyse:
 - classroom climate
 - classroom interaction
 - assessment of pupil activity
 - using resources to support learning
 - Education for Life and Work
 - wider role of post-primary teacher
 - whole school literacy and numeracy strategies;
- obtain a range of school documentation and school policies.

The portfolio of artefacts and analyses which will be collected from this observation period of SBW will be added to in each subsequent year and will be the basis of a Personal Development Portfolio which is a requirement of Queen’s University Belfast and of the Higher Education sector in general.

Postgraduate students

Postgraduate students undertake 5 periods of SBW. This is illustrated below.

Early Years Students
3 Day Sure Start Placement
5 Week Block Nursery
5 Week Block Foundation (P1/2)
6 Week Block KS1 (P3/4)
2 Week Block (Alternative Placement)

Preceding each block (except the Sure Start and Alternative Placement), all students have 1 day per week observation in the placement school with the class they are going to teach in that block. In the context of each setting they analyse a range of relevant issues including:

- a situational analysis of the school and community
- classroom layout, resources and displays of work
- classroom rules and routines
- teacher expositions
- the variety of teaching and learning methods employed.

Prior to the blocks, students are also expected to have done some teaching in each setting and evaluated this using the Post-Lesson Review.

THE TEACHING BLOCKS

The teaching file

A teaching file must be carefully maintained throughout each block and **always** be available in school for inspection by teachers and tutors. It is recommended that the file should be hardbacked and of at least A4 size. The use of a loose-leaf file enables notes to be kept in separate sections; for example post-primary students can keep notes of their main and subsidiary teaching subjects together, while primary/nursery/special, students can separate notes on a weekly or thematic basis. **Students should not use plastic wallets in their teaching files.**

General information

Students should enter the following information in the file:

- Name, University College number and class group.
- School details, name of school, principal's name, school telephone number, the name(s) of teacher(s).
- If post-primary, a personal timetable; if primary/nursery/special, the class timetable.
- If primary, names and ages of the children, average class age and age range. A seating plan of the classroom is helpful in learning the children's names. (*Please check with the school policy in regard to recording pupil names and details.*)
- List of tutors' visits; names, dates and curriculum areas should be recorded.

Lesson notes

Full lesson notes must be prepared for all teaching undertaken and should be available for comment by tutors. Each set of lesson notes should be dated (top right-hand corner).

Teaching procedures as well as subject content must be clearly defined and in sufficient detail that the reading of them gives a clear indication of the student's teaching intentions. Detailed advice will be given in BEd and PGCE Teaching Studies classes. Special instructions on the format of notes will be distributed to students engaged in Level 3 Year 4 final practices.

In preparing for teaching students should make full use of College facilities including the Learning Support Services when making audio-visual aids. Students should draw on the Library and Classroom Resources Area for materials (books, charts, pictures). Students should use the Early Years section to inform themselves about any reading schemes in use in the placement school. In addition to the facilities noted above, students may also make use of the Computer Centre and the borrowing arrangements provided by the Science Subject Area (advice on this service will be distributed by the Subject Area).

During a visit by a tutor, a student may, if he/she wishes, retain his/her notes during the lesson. If students use a loose leaf file, the notes needed may be removed and the file made available for inspection and appraisal by the tutor. The lesson notes should be made available to the tutor before and/or after the lesson.

Schemes of work (not applicable to First Year Students)

These should be prepared in each curriculum area in which three or more 'lessons' are to be taken. Students should judge the adequacy of schemes by asking yourself if they are sufficiently detailed to allow another person to carry out the work in the student's absence without further briefing. Students may devise their own style of proforma.

Each scheme should contain the following information:

- number of 'lessons'/teaching periods/units of work
- brief statement of aims
- learning outcomes for each 'lesson'
- brief statement of children's previous knowledge
- teaching/learning activities
- organisation to be employed (whole class, group or individual work)
- resources required: text books, computer programme, worksheets, equipment etc
- assessment
- differentiation.

Schemes should be kept in the teaching file in a designated area.

Evaluations of student teaching and learning

Students are required to write evaluations of their teaching and learning.

There are two forms of evaluation:

- evaluating teaching – judging whether the learning outcomes set for pupils were achieved and evaluating their teaching with respect to an individual lesson;
- evaluating personal development – monitoring and noting the development of their general competence over a block of time.

Evaluating teaching

Students will do this mentally after each taught lesson and are required to write one Post-Lesson Review (Appendix 5) per day. This is to judge the effectiveness of the teaching, for example, were the learning outcomes stated achieved by the pupils and how did their teaching contribute to this learning? These evaluations start with consideration of the assessment strategies included in the lesson notes. Students should use the Post-Lesson Review. **They should use the categories in the Report on Teaching proforma.**

Evaluating personal development

Students should use the Formative Report on Teaching (Appendix 6) which should be completed after the each block of SBW. Each student should assess their personal development in the Competence areas. Student evaluation should be supported by tutor and teacher comments from completed Reports on Teaching. When completed the Formative Report on Teaching should be sent to the student's main school tutor electronically as an attachment. The tutor will amend as necessary and an agreed version will be signed by student and tutor. A copy will be placed in the student file held in the Central Admin Office and a copy held by the student.

School-Based Work evaluation

As part of the module review and at an appropriate time, students will be asked to complete a SBW Evaluation Form (Appendix 7).

PRIMARY SCHOOL-BASED WORK REQUIREMENTS – OVERVIEW – PRACTICAL TEACHING
(Students are required to act as classroom assistants when not teaching)

YEAR	PATTERN OF VISITS TEACHING REQUIREMENTS	BLOCK PRACTICE FOCUS OF PRACTICE <i>Later years subsume the continuing development of competences identified in earlier years</i>
FIRST ASSESSMENT 6-POINT SCALE + REFLECTIVE EVALUATION EXERCISE	Semester 1 - 3 days in Foundation/KS1 2 days observation in Nursery & 2 days observation in Foundation Stage Semester 2 – 2 Observational Day Visits – KS2 Teaching Block – 2 weeks in Foundation/KS1 and 2 weeks with KS2 Teach two lessons per day (1 Wed)	Observation/analysis of classrooms Teaching single lessons with whole class/one small group Competence in presentational skills – questioning, explaining – using resources Capacity to develop rapport with children Capable of and willing to reflect on practice Maintaining a file with daily lesson notes and post-lesson reviews
SECOND ASSESSMENT 6-POINT SCALE + REFLECTIVE EVALUATION EXERCISE	Semester 1 – 3 Observation Day Visits – KS1/2 Semester 2 – 2 Observation Day Visits – KS1/2 Block Teaching – 3 weeks with KS1 and 3 weeks with KS2 Teach two lessons per day (1 Wed) for the first two weeks in each block and three lessons per day (2 Wed) in the third week of each block	Planning – Short schemes of work in all areas of the NIC Managing two reading or work groups Developing competence in teaching strategies Employing some differentiation techniques Developing a range of assessment techniques Competence related to matching of work to pupils
THIRD ASSESSMENT 6-POINT SCALE+ REFLECTIVE EVALUATION EXERCISE	Semester 1 – 1 Observation Day Visit KS1 or 2 Semester 2 – 5 Observation Day Visits – KS1/2 Block Teaching – 3 weeks in non-phase and 3 weeks in chosen phase. Teach four lessons per day (2 Wed)	Schemes of work in all areas of teaching Teaching file by curriculum area to analyse progression and continuity Uses a range of teaching strategies, whole class, groups and individual and can justify choice Differentiation by different modes Uses a range of assessment techniques
FOURTH ASSESSMENT 6-POINT SCALE+ REFLECTIVE EVALUATION EXERCISE	Semester 2 – 2 Week Alternative Placement Semester 2 - Block Teaching – 7 weeks in chosen phase. Consecutive teaching sessions and responsibility for totality of the curriculum for a period of time Teach four lessons per day (2 Wed)	Manages transitions between teaching activities Uses assessment to plan further activities May carry out short research projects Compiles portfolios of children’s work

POST-PRIMARY SCHOOL-BASED WORK REQUIREMENTS – OVERVIEW – PRACTICAL TEACHING
(Students are required to act as classroom assistants when not teaching)

YEAR	PATTERN OF VISITS TEACHING REQUIREMENTS	BLOCK PRACTICE FOCUS OF PRACTICE <i>Later years subsume the continuing development of competences identified in earlier years</i>
FIRST ASSESSMENT PASS/FAIL	Semester 1 – 3 days Diversity Placement Semester 2 – 3 observation day visit and 5 weeks teaching main and subsidiary subjects and Life and Work 7-9 hours teaching per week per day (1/2 day Wed)	Observation/analysis of classrooms and teaching Single lessons with whole class Competence in presentational skills – questioning, explaining – using resources Capacity to develop rapport with children Capable of and willing to reflect on practice Maintaining a file with daily lesson notes and post-lesson reviews
SECOND ASSESSMENT 6-POINT SCALE + REFLECTIVE EVALUATION EXERCISE	Semester 2 – 3 observation day visits and 6 week block Schools may focus timetables on only two areas (main/subsidiary/L and W) 9-11 hours teaching per week (1/2 day Wed)	Schemes of work in all subjects Developing competence in a range of teaching strategies Developing a range of assessment techniques Competence related to matching of work to pupils
THIRD ASSESSMENT 6-POINT SCALE+ REFLECTIVE EVALUATION EXERCISE	Semester 1 – 5 observation day visits in special needs setting, 3 days community partnership Semester 2 – 2 observation day visits and 6 week block 11-13 hours teaching per week (1/2 day Wed) (main/subsidiary/L and W/Post-16 enrichment) Business Studies students should engage with Special Needs and Adult classes where possible	Schemes of work in all areas of teaching Teaching file by subject to analyse progression and continuity Uses a range of teaching strategies, whole class, groups and individual and can justify choice Differentiation by different modes Uses a range of assessment techniques
FOURTH ASSESSMENT 6-POINT SCALE+ REFLECTIVE EVALUATION EXERCISE	Semester 2 – 2 weeks alternative placement Semester 2 – 7 weeks teaching block 13-15 hours teaching per week (1/2 day Wed) Engage with wider aspects of teacher's role	Uses assessment to plan further activities May carry out short research projects Compiles portfolios of children's work Contributes to whole school activities

PGCE EARLY YEARS SCHOOL-BASED WORK REQUIREMENTS – OVERVIEW – PRACTICAL TEACHING

(Students are required to act as classroom assistants when not teaching)

BLOCK	PATTERN OF VISITS TEACHING REQUIREMENTS	BLOCK PRACTICE FOCUS OF PRACTICE <i>Later blocks subsume the continuing development of competences identified in earlier blocks</i>
FIRST NON-ASSESSED	Sure Start Setting	Observational tasks as set by course tutor
SECOND ASSESSMENT 6-POINT SCALE+	4 Day Visits – Nursery Block teaching – 5 weeks in Nursery Teach two activities per day (1 Wed) plus one routine per day	Observation/analysis of classrooms Competence in presentational skills – questioning, explaining – using resources Capable of and willing to reflect on practice Maintaining a file with daily lesson notes and post-lesson reviews Planning – schemes of work in all areas of the NIC Managing two reading or work groups Developing competence in teaching strategies Employing some differentiation techniques Developing a range of assessment techniques Competence related to matching of work to pupils
THIRD ASSESSMENT 6-POINT SCALE+	4 Day Visits – Foundation (P1/2) Block teaching – 5 weeks Foundation (P1/2) Teach three lessons per day (2 Wed)	Teaching file by curriculum area to analyse progression and continuity Uses a range of teaching strategies, whole class, groups and individual and can justify choice Differentiation by different modes Uses a range of assessment techniques
FOURTH ASSESSMENT 6-POINT SCALE+	5 Day Visits – KS1 (P3/4) Block teaching – 6 weeks in KS1 (P3/4) Teach four lessons per day (2 Wed) and where possible extended periods	Uses assessment to plan further activities Compiles portfolios of children’s work Contributes to whole school activities
FIFTH NON-ASSESSED	2 Week in placement of student’s choice	

Evaluation of Teaching

<p>Evaluation of teaching – Post – Lesson Review</p>
<p>Strengths</p>
<p>Areas for further development</p>
<p>What are the implications for your future teaching and pupil learning</p>

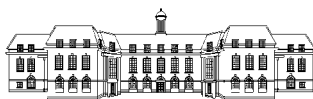
Formative Report on Teaching

Name:		Year:		School:			
PROFESSIONAL KNOWLEDGE AND UNDERSTANDING		PLANNING AND LEADING		TEACHING AND LEARNING			
<ul style="list-style-type: none"> ▪ Displays a knowledge and understanding of the relevant learning area (C3) ▪ Understands how the learning area contributes to the objectives of the Northern Ireland Curriculum (C4) 		<ul style="list-style-type: none"> ▪ Sets appropriate learning intentions (C14) ▪ Plans lessons that enable all pupils (including those with SEN) to meet learning intentions (C15) ▪ Evaluates lessons (C15) ▪ Guides the work of other adults to support pupils' learning when appropriate (C16) 		<ul style="list-style-type: none"> ▪ Creates and maintains a safe, interactive and challenging learning environment (C19) ▪ Explains the purpose of activities clearly (C19) ▪ Use a range of teaching strategies and resources, including e-learning where appropriate (C20) ▪ Maintains appropriate pace within lessons (C20) ▪ Employs strategies that motivate and meet the needs of all pupils, including pupils with SEN and/or EAL (C21) ▪ Secures and promotes a standard of behaviour that enables all pupils to learn, pre-empting and dealing with inappropriate behaviour in the context of school policies and best practice (C22) 		<ul style="list-style-type: none"> ▪ Monitors pupils' progress (C24) ▪ Gives constructive feedback (C24) ▪ Helps pupils reflect on and improve their learning (C24) ▪ Uses a range of assessment strategies to evaluate pupils' learning (C25) ▪ Uses information from assessment to make teaching more effective (C25) 	
ACHIEVEMENTS TO DATE AND TARGETS FOR DEVELOPMENT IN THE NEXT ACADEMIC YEAR							

Tutor signature: _____

Student signature: _____

Date: _____



STRANMILLIS UNIVERSITY COLLEGE
A College of Queen's University Belfast

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A College of Queen's University Belfast

Module Evaluation Questionnaire (Primary)

The staff of the University College are interested in ascertaining your opinion of current modules. Your answers will be of assistance in improving the quality of your course.
To preserve anonymity DO NOT write your name anywhere on this form.

Name of module: Module Code:.....

Put tick the appropriate boxes corresponding to this scale:

1 = Strongly Disagree 2 = Disagree 3 = Uncommitted 4 = Agree 5 = Agree Strongly

	1	2	3	4	5
TEACHING					
1. The learning outcomes of the module were met.					
2. The module was intellectually stimulating.					
ASSESSMENT					
3. The criteria used in marking have been made clear in advance.					
4. The guidance on the forms of assessment has been clear.					
ACADEMIC SUPPORT					
5. I have received sufficient advice and support with my studies.					
6. I have been able to contact module staff when I needed to.					
ORGANISATION and MANAGEMENT					
7. The module was well organised and ran smoothly.					
8. Any changes in the module have been communicated effectively.					
LEARNING RESOURCES					
9. The availability of module material in the Stranmillis library was good enough for my needs.					
10. The availability of module material on Queen's online was good enough for my needs.					
GENERAL					
11. The module has improved my knowledge and understanding of this area of study.					
12. The module was enjoyable.					
13. Overall I was satisfied with the quality of the module.					

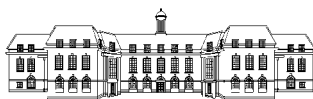
Additional SBW Question:

I had the opportunity to teach groups and classes within:

Nursery Foundation Stage Key Stage 1 Key Stage 2 Other

(Please tick as appropriate)

We would encourage you to make additional comments in the space provided. (Continue overleaf if necessary.)



STRANMILLIS UNIVERSITY COLLEGE
A College of Queen's University Belfast

Module Evaluation Questionnaire (Post-primary)

The staff of the University College are interested in ascertaining your opinion of current modules. Your answers will be of assistance in improving the quality of your course.
To preserve anonymity DO NOT write your name anywhere on this form.

Name of module: . Module Code:

Put tick the appropriate boxes corresponding to this scale:

1 = Strongly Disagree 2 = Disagree 3 = Uncommitted 4 = Agree 5 = Agree Strongly

	1	2	3	4	5
TEACHING					
1. The learning outcomes of the module were met.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The module was intellectually stimulating.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ASSESSMENT					
3. The criteria used in marking have been made clear in advance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The guidance on the forms of assessment has been clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ACADEMIC SUPPORT					
5. I have received sufficient advice and support with my studies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I have been able to contact module staff when I needed to.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ORGANISATION and MANAGEMENT					
7. The module was well organised and ran smoothly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Any changes in the module have been communicated effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LEARNING RESOURCES					
9. The availability of module material in the Stranmillis library was good enough for my needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The availability of module material on Queen's online was good enough for my needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GENERAL					
11. The module has improved my knowledge and understanding of this area of study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The module was enjoyable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Overall I was satisfied with the quality of the module.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional SBW Question:

I had the opportunity to teach a range of classes and subjects:

KS3 KS4 Post 16 Main Subject Subsidiary Subject L&W Other
(Please tick as appropriate)

We would encourage you to make additional comments in the space provided. (Continue overleaf if necessary.)

SECTION 3: ADVICE ON SUPERVISION & ASSESSMENT

SUPERVISION OF STUDENTS – UNIVERSITY COLLEGE TUTORS

It is important that the college indicates that it recognises the contribution that the school and the classroom teacher make to the professional education of student. In the college – school partnership there are responsibilities shared between the school and the college. College tutors should work to promote and develop partnership between themselves and the school. In the primary sector the principal of the school must be part of that development, but teacher-tutors and classroom teachers are particularly important in relation to individual students. In the secondary sector, teacher-tutors and department heads are likely to play a significant role also.

Tutors and Students

Tutors should ensure that students are made aware of the responsibility that accompanies having the opportunity to undertake school-based work. Students should be encouraged to be co-operative and supportive of their classroom teacher and sensitive to the demands of teaching in someone else's classroom.

Students should display concern for pupils and their development. Tutors should ensure this is the case and should, through discussion with the student and with the teacher-tutor and class teacher safeguard the development of children through guaranteeing that students are meticulous in their preparation. They should continually seek advice from the class teacher with regard to this preparation and the delivery of lessons.

Tutors should make clear to students the general aims of the partnership between college and schools and how these aims are to be manifested.

Tutors and Schools

It is the primary responsibility of college tutors to establish good communications both with the principal of the school, with the teacher-tutor and with classroom teachers with whom the college students are working. Tutors should clarify with participating schools the demands

that they are making on students and ensure that the school is aware of the sorts of exercises and teaching requirements that each student will be expected to fulfill.

Tutors should give sufficient priority to the management of their time, in order to develop and sustain the general concept of partnership and also to engage teachers in the preparation of competent professional practitioners.

The Practice of Supervision

The main purpose of tutor visits to students in schools is to provide guidance, advice and support. However, tutors must also report on all teaching observed, and assessments are required. Tutors will first check that the student has the required elements in place in his/her Teaching File using the Checklist for Tutors (Appendix 8a BEd and 8b PGCE). Tutors should always clarify with students the objectives of a lesson and encourage students to place a particular lesson within a subject area, programme of study and, if appropriate, the relevant attainment target and the type of work they will require of the children.

Careful and sensitive observation of lessons should be an integral part of a college tutor's visit to a school, as should the development of an ongoing dialogue between the student and the classroom teacher. When observing teaching, tutors use the Report on Teaching (Appendix 9) in conjunction with the Competence Descriptors. These reports are filed and used to produce cumulative assessments of student progress. They are also part of the overall assessment and grading procedures. Many variables are recognised as affecting these grades – the placement school and its environment, the observations of school staff and their comments on students' attitudes, the imagination, care and thoroughness of preparation as well as the personal and intellectual qualities exhibited in the actual teaching situations observed.

Adequate counseling and support should be provided at the end of all lessons. Students should be encouraged to think through their lesson, indicate its strengths, weaknesses and those areas of competence in the lesson which the student would identify as needing further thought and development. College tutors should engage the classroom teacher at regular intervals in discussion of student progress and should include the student in a process of mapping out their professional development and progress.

Interim assessments on individual lessons are not made available to students because these could well be misleading. However, interviews with members of staff and/or the Head of School Partnerships usually serve to make students aware of their strengths and weaknesses.

Students will have a member of the University College teaching staff who will act as their personal tutor in each year of their School-Based Work. This tutor's responsibilities will be to:

- meet students before they go into schools and ensure that they are fully prepared and aware of the expectations and demands of each block of School-Based Work;
- act as the main tutor during the block;
- along with other tutors make supervisory visits to the students;
- liaise with the host teacher, teacher tutor and/or school principal about student progress;
- receive and discuss the student's Formative Profile or Career Entry Profile after the final block.

Partnership is about the positive and progressive development of student teachers from novices to professional practitioners. In this regard students, tutors and teachers have a full and equal part to play.

SUPERVISION OF STUDENTS – CLASSROOM TEACHERS AND/OR TEACHER TUTORS

The main role of classroom teachers and teacher tutors in relation to students in schools is also to provide guidance, advice and support. The University College very much appreciates the participation of class teachers and teacher tutors in the supervision of its students. It recognises that a much more rounded view of student teaching can be made by the class teacher, particularly in the primary sector where teachers are with the student all day, as compared with the relatively short visits made by University College tutors. Students should be aware of the importance which is placed on class teacher and teacher tutor oral comments and written reports when they are sent into College.

The University College would very much appreciate it if host teachers could observe the students' teaching more formally on occasions, using the GTCNI Competence Descriptors. A suggested structure for class teacher – student discussion is given in Appendix 10. The proforma for Post-Lesson Observation Discussion may also be of help in this regard.

PROCEDURES FOR PRIMARY AND PGCE STUDENTS IN SCHOOLS

Primary and PGCE students should leave a timetable of the day's teaching with the school principal each morning. This not only informs the principal of the student's activities, but facilitates supervision by visiting tutors. It should include information about the class grouping (e.g. P2/P4), the room number and the class teacher's name.

PROCEDURES FOR POST-PRIMARY STUDENTS IN SCHOOLS

Students should send a copy of their personal teaching timetable to the Schools Desk, Central Admin office as soon as possible after the block of teaching begins. It should be sent by email using the approved template to schools@stran.ac.uk.

RECORD OF TUTOR VISITS

Students should make a list of tutors' visits – names, dates and curriculum observed should be recorded in the Teaching File. Tutors are required to leave a form entitled 'Report on Teaching: Student Copy' (Appendix 9) and to discuss with the student what they have observed. Students should not be afraid to ask for help either from visiting tutors or from staff in College. If students are at all anxious about any SBW matter they should contact the Head of School Partnerships.

VISITS BY AN EXTERNAL EXAMINER

As part of Quality Assurance procedures, a number of students will be observed by an External Examiner. The External Examiner will visit students who demonstrate a range of competence.

Students involved in this moderation exercise will be informed of their inclusion in advance.

ASSESSMENT OF SCHOOL-BASED WORK

School Based Work **must** be passed in each year to progress to the next stage. More is expected of students both qualitatively and quantitatively as they progress through each year. This is illustrated diagrammatically in Appendices 4a, 4b and 4c.

Appeals

Students have the right to submit a letter to the Head of School Partnerships outlining mitigating circumstances which they believe affected their work and progress on SBW placements. Such letters must be received **within 10 working days after the end of the Year placement**. Students and schools should be aware that these are ‘discoverable’ documents. These letters would be considered at Board of Examiners meetings –before a final decision is made on a student’s mark/grade for SBW.

Year 1 BEd

To pass school based work students must show **visiting tutors, class teachers and the principal of the school** that they satisfy the following criteria. They should:

- display a positive and enthusiastic attitude;
- be cooperative and helpful in school;
- be able to establish good relationships with individuals and groups of pupils;

- be able to plan individual lessons/activities for a group of pupils or the whole class in subjects or areas of the curriculum for a Foundation Stage, Key Stage 1 and 2 classes (primary students) or a Key Stage 3 and 4 class (post-primary students);
- identify appropriate learning outcomes for the lessons;
- incorporate and use the basic lesson presentation skills of
 - questioning
 - explaining
 - instructing
 - creating and using resources
 - using the chalkboard
 - supervising pupils' work
 - assessing pupils' work in ways appropriate to the level of competence
 - writing post-lesson reviews (Appendix 5) and reflecting upon the lessons taught and the experience gained in school.

In subsequent years students will be expected to demonstrate increasingly higher levels of competence in these qualitative aspects.

Years 2, 3 and 4 B.Ed.

The School-Based Work Board of Examiners will consider the following in deciding the grade and mark for the School-Based Work module/s in Years 2, 3 and 4:

- the grades awarded by tutors after observations of practical teaching;
- a reflective evaluation exercise;
- the report submitted by schools after School-Based Work (Appendix 1a & 1b) – in particular comments about student work and attitude made by host teachers and school principals.

Teaching is assessed on a six point scale from A*, A, B, C, D and F which is a failing grade – tutors will use the Competence Descriptors as guidance.

PGCE Programme

Assessment of all blocks of School-Based Work in the PGCE Programme is using the six point scale from A*, A, B, C, D and F which is a failing grade. To pass school-based work, students must show **visiting tutors, class teachers and the principal of the school** that they satisfy the competence descriptors as in Appendix 4c.

If students are referred in either Block 1 or 2 they **must** pass School-Based Work before they can progress to the third block – see Protocols for Students’ Progress PGCE below.

More is expected of students both qualitatively and quantitatively as they progress through each year. This is illustrated diagrammatically in Appendix 4c.

PROTOCOLS FOR STUDENT PROGRESS

BEd School Based Work (SBW)

If a class teacher and/or tutor is concerned about some aspect/s of the student performance during a block of SBW, the following procedure must be adhered to:

Tutor will discuss the student with the class teacher to try to get a rounded picture of the student’s performance. If there are still real concerns:

Tutor will complete a Cause for Concern form (Appendix 10)



Tutor will contact the SBW Coordinator with regard to area/s of concern



The SBW Coordinator will either visit the student himself/herself or arrange for another tutor to visit the student, liaise with class teacher and focus on the area/s of concern



If these concerns have **not** been adequately addressed by the student and significant improvement made:



The internal SBW Board of Examiners will discuss the student’s progress and the alternatives available for action. This may include repeating the SBW placement in another school, if the student receives a fail grade/mark in SBW.



If asked to repeat a SBW placement and if the student successfully completes this block they will be deemed to have passed SBW for the year and may proceed to the next level and stage of the BEd programme



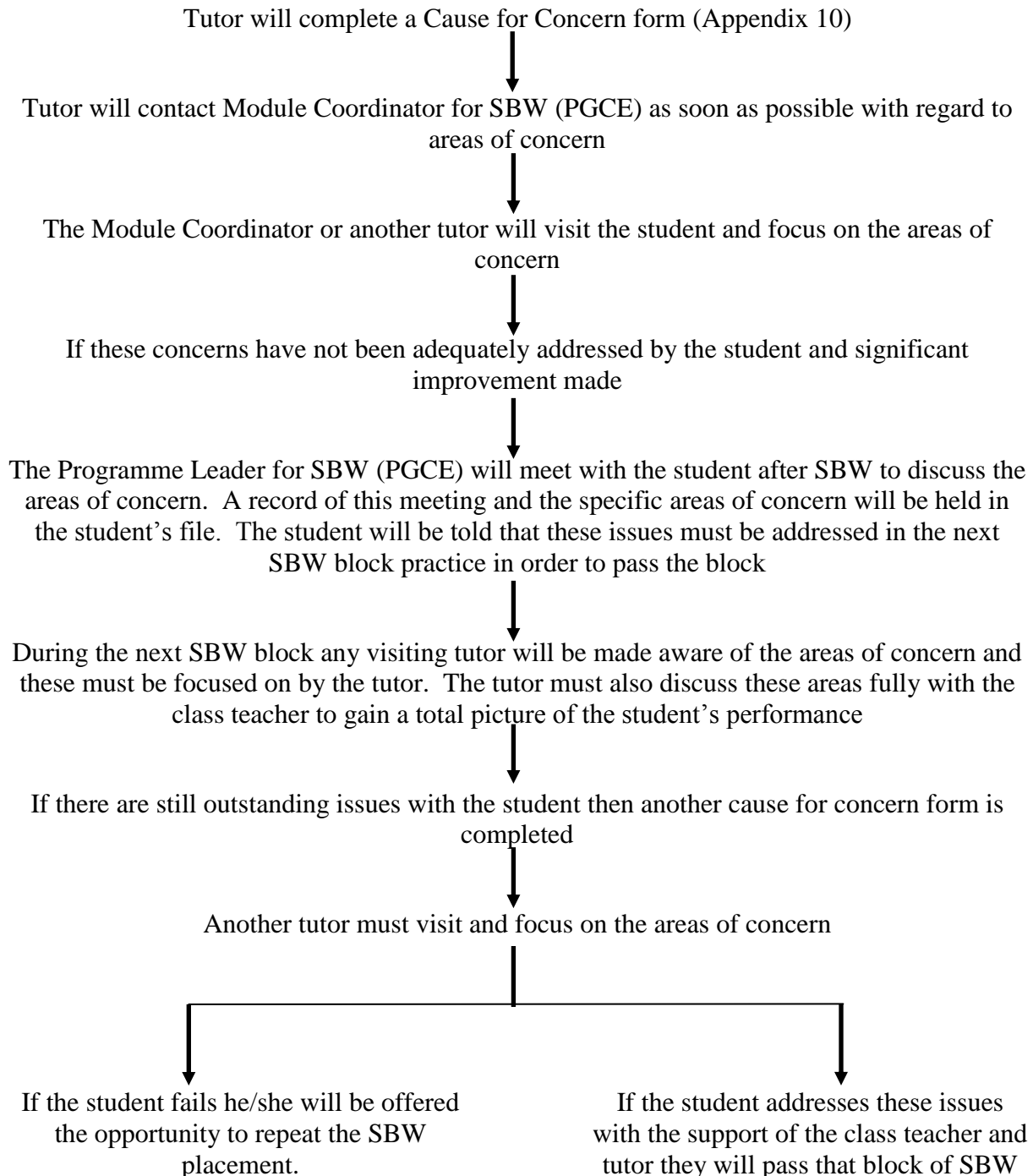
If a student fails a resit SBW placement, the Internal Board of Examiners will consider the case. The options include:

- resitting for a second time
- be referred to the College Progress Committee (CSPC)
- counseling the student

PGCE School Based Work

If a class teacher and/or tutor sees a student during the first block of SBW and is concerned with some aspect/s of their performance the following procedure must be adhered to:

Tutor will discuss the student with the class teacher to try to get a rounded picture of the student's performance. If there are still real concerns:



The student must pass the block practice
before moving on to the final block
practice



All students must pass the final block of School-Based Work

If any student gives cause for concern during the final block the same procedures as above
will be repeated

If the Internal Board of Examiners considers that any student has failed the final block of
SBW they will recorded as F and will be given an opportunity to resit in the following
academic year.

Student Preparation for Teaching (BEd) – Checklist for Tutors

YEAR 1	YEAR 2	YEAR 3	YEAR 4
<p>The student has</p> <ul style="list-style-type: none"> • a teaching file • dated teaching notes for each lesson • a daily post-lesson review/evaluation based on the prescribed format in Teaching Studies Guide • the school Prospectus • Pastoral Care Policy • Child Protection documentation • Marking Policy • Discipline Policy <p style="text-align: center;">Students should teach 1+ lessons per day</p>	<p>The student has</p> <ul style="list-style-type: none"> • a teaching file which has all the elements outlined for Year 1 plus • schemes of work in place for most subjects by end of second week where more than 2 lessons have been planned • indications of attempts to differentiate to meet needs of the class • lessons incorporating ICT • the school Prospectus • Pastoral Care Policy • Child Protection documentation • Marking Policy • Discipline Policy <p style="text-align: center;">Students should teach 2+ lessons per day</p>	<p>The student has</p> <ul style="list-style-type: none"> • a teaching file which has all the elements outlined in Years 1 and 2 plus • schemes of work in all areas where more than 2 lessons have been planned • indications of differentiation in planning • attempts to use Assessment Levels to plan teaching especially in Literacy and Maths • file re-organised to reflect subject/areas of learning • the school Prospectus • Pastoral Care Policy • Child Protection documentation • Marking Policy • Discipline Policy <p style="text-align: center;">Students should teach 4 lessons per day</p>	<p>The student has</p> <ul style="list-style-type: none"> • a teaching file which has the daily and weekly notes prepared using the format for Year 4 students • schemes of work in all areas where more than 2 lessons are planned • assessment planned as an integral part of teaching, used to monitor learning and plan further teaching • a daily evaluation based on the prescribed format in Teaching Studies Guide • Curriculum Documentation • the school Prospectus • Pastoral Care Policy • Child Protection documentation • Marking Policy • Discipline Policy <p style="text-align: center;">Students should teach 4 lessons per day</p>

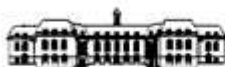
- Tutors should take particular care to ensure that their comments, written and oral, accurately reflect students' competence.
- Grades should follow the grade descriptors which are based on current competence elements, with the caution that A grades must be awarded circumspectly.
- Tutors should inform students that they have taught a lesson that has earned a 'fail' grade/mark
- Cause for Concern forms should be used where tutors feel it to be necessary. Follow up action will be taken on this.

Student Preparation for Teaching (PGCE) – Checklist for Tutors

First Block Nursery	Second Block Foundation Stage	Third Block Key Stage 1	Fourth Block Special Needs
<p>The student has</p> <ul style="list-style-type: none"> • a teaching file arranged by play areas • a thematic planning grid • dated planning notes for each activity/routine which include <ul style="list-style-type: none"> - learning purposes - possible language and adult's key questions - role of adult - resources and organisation • evaluations of <u>each</u> activity and routine • an observation notebook • Pastoral Care Policy • Child Protection documentation • Marking Policy • Discipline Policy <p>Students should plan and engage in 2 activities and a routine each day or 3 activities if routine not possible</p>	<p>The student has</p> <ul style="list-style-type: none"> • a teaching file arranged by subject/curriculum areas • dated teaching notes for each lesson • evaluations of <u>each</u> lesson evaluation based on the post-lesson review format • schemes of work where more than 2 lessons have been planned • indications of attempts to differentiate to meet needs of the class • lessons incorporating ICT • Pastoral Care Policy • Child Protection documentation • Marking Policy • Discipline Policy <p>Students should teach at least 2 lessons per day</p>	<p>The student has</p> <ul style="list-style-type: none"> • a teaching file arranged by subject/curriculum areas • dated teaching notes for each lesson • evaluations of <u>each</u> lesson evaluation based on the post-lesson review format • schemes of work where more than 2 lessons have been planned • differentiation in planning to meet needs of the class • lessons incorporating ICT • Pastoral Care Policy • Child Protection documentation • Marking Policy • Discipline Policy <p>Students should teach at least 3 lessons each day and begin, where possible, to engage in extended periods of teaching</p>	<p>The student has</p> <ul style="list-style-type: none"> • a teaching file which has the daily and weekly notes prepared using the agreed format for PGCE students • schemes of work in all areas where more than 2 lessons are planned • assessment planned as an integral part of teaching, used to monitor learning and plan further teaching • a daily evaluation of all teaching based on the post-lesson review format • the school's Prospectus, Pastoral Care Policy and Curriculum Documentation Pastoral Care Policy • Child Protection documentation • Marking Policy • Discipline Policy <p>Students should teach at least 4 lessons each day and where possible engage in extended periods of teaching</p>

- Tutors should take particular care to ensure that their comments, written and oral, accurately reflect students' competence.
- Tutors should inform students that they have taught a lesson that has been recorded as a 'fail' grade/mark.
- Cause for Concern forms should be used where tutors feel it to be necessary. Follow up action will be taken on this.

SCHOOL BASED WORK - REPORT ON TEACHING



STRANMILLIS UNIVERSITY COLLEGE
A College of Queen's University Belfast

Student Name: _____ Student No: _____

School: _____ Date: _____

Subject/Activity observed _____

Limited evidence	Working towards	Achieving	Professional Skills and Application	Tutor Comments <i>Professional Strengths</i> <i>Areas for further development</i>
			Professional Knowledge and Understanding	
			Displays a knowledge and understanding of the relevant learning area (C3)	
			Understands how the learning area contributes to the objectives of the appropriate current curriculum (C4)	
			Planning and Leading	
			Sets appropriate learning intentions (C14)	
			Plans lessons /activities that enable all learners (including those with special and additional needs) to meet learning intentions (C15)	
			Evaluates lessons/activities (C15)	
			Guides the work of other adults to support effective learning when appropriate (C16)	
			Teaching and Learning	
			Creates and maintains a safe, interactive and challenging learning environment (C19)	
			Explains the purpose of activities clearly (C19)	
			Uses a range of teaching strategies and resources, including e-learning where appropriate (C20)	
			Maintains appropriate pace within lessons/activities (C20)	
			Employs strategies that motivate and meet the needs of all learners, including those with special and additional needs (C21)	
			Secures and promotes a standard of behaviour that enables learning, pre-empting and dealing with inappropriate behaviour in the context of school policies and best practice (C22)	
			Assessment	
			Monitors learner progress (C24)	
			Gives constructive feedback and helps learners reflect on and improve their learning (C24)	
			Uses a range of assessment strategies to evaluate learning (C25)	
			Uses information from assessment to make teaching more effective (C25)	

C –denotes a competence statement (GTC Northern Ireland)

Grade:	<p>The following areas will also be considered before deciding on a grade:</p> <ul style="list-style-type: none"> - critical self-reflection - ability to work independently - flair and originality - demonstration of core values - year - specific issues (see module guide)
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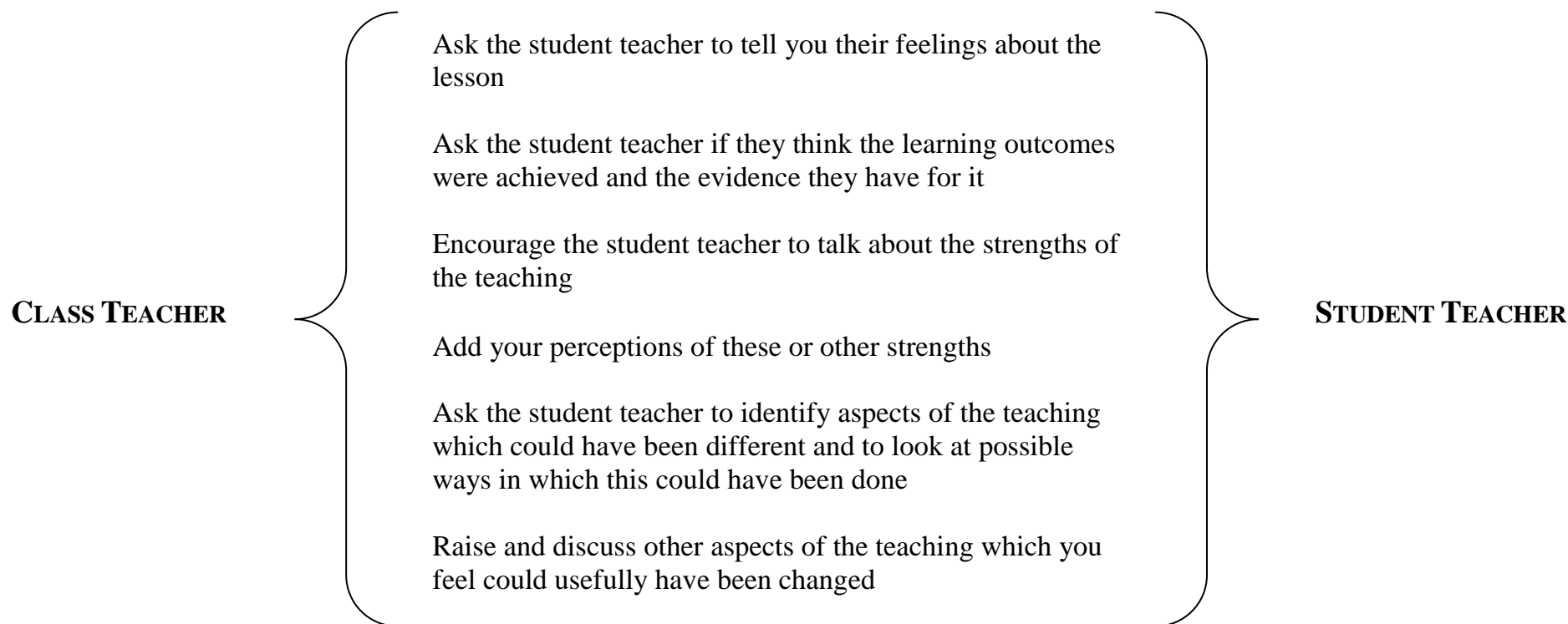
SIGNED BY:

Tutor _____
Student _____

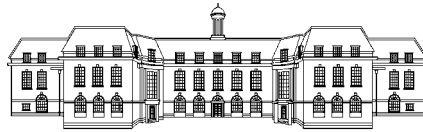
Student signs only to confirm reading the form

Heading	Definition
Limited evidence	This means that the student has had the opportunity to provide evidence but has not done so. If no opportunity was available for the student to provide evidence e.g. as is often the case with C16 then "not applicable" should be written beside the competence in question.
Working towards	The student has provided some evidence, in observed lesson/activity or in file, of the competence but is not yet fully competent in this area.
Achieving	The student has demonstrated, in observed lesson /activity or in file, that they are competent in this area.

Class Teacher – Suggestions for Post-Lesson Discussion with Student Teacher



At conclusion of discussion the class teacher and student teacher can together make plans for the future



STRANMILLIS UNIVERSITY COLLEGE
A College of Queen's University Belfast

SCHOOL-BASED WORK: CAUSE FOR CONCERN

Surname _____ School _____

Forename _____ Tutor _____

Year _____ Date _____

AREAS OF CONCERN

Preparation:

Teaching Skills:

Attitude:

Other:

Please note this form should be completed in addition to the normal SBW Report form and the two forms should be stapled together.

SECTION 4: OPPORTUNITIES FOR INTERNATIONAL SCHOOL-BASED WORK

Stranmillis University College has programmes for study abroad for its students and also receives incoming students for periods of study and School-Based Work.

STUDY ABROAD FOR STRANMILLIS UNIVERSITY COLLEGE STUDENTS

While studying at Stranmillis University College, BEd students may consider a period of study abroad on one of the following programmes:

- Socrates-Erasmus Programme
- Business Education Initiative
- International Student Exchange

Socrates-Erasmus Programme

A 3-4 month study period is spent at one of our partner institutions in Europe, as a recognised part of your degree. This academic experience coupled with the personal development associated with Erasmus will enhance a student's professional development. When included on a CV, the skills acquired through Erasmus will enhance employment potential.

Each year the Socrates-Erasmus Programme enables students at Level 3 B.Ed. to travel to selected EU/EFTA and International countries and undertake study at certain institutions with which the University College has exchange agreements.

Business Education Initiative

A full academic year (at end of Year 2) is spent at a United States College or University studying business and management related subjects and is available to post-primary students.

Business and management skills are important in all careers and coupled with the confidence gained from taking part in this programme this has proved to be a worthwhile experience for students. Over 100 US Colleges and/or Universities offer places – many states are represented with all the amazing geographical and cultural diversity that goes along with them.

International Student Exchange

There is also the opportunity for Year 3 B.Ed. students to spend a semester studying at an American, Chinese, Hong Kong, South African, Ugandan or Zambian institution. Again the skills acquired through this experience will enhance employment potential.

STUDY AT STRANMILLIS UNIVERSITY COLLEGE

Socrates-Erasmus Programme

Under the Socrates-Erasmus Programme students from the institutions with which the University College has exchange agreements send students for a 3-4 month study period at different times of the school year.

International Student Exchange

The international institutions with which the University College has written Memoranda of Understanding also send students to study at the University College. These students will come from an American, Chinese, Hong Kong, South African, Ugandan or Zambian institution.

Schools and International Students

The placement requirements for students tend to be so varied that the University College communicates the requirements on an individual basis.

STRANMILLIS UNIVERSITY COLLEGE
A College of The Queen's University of Belfast

**SCHOOL-BASED WORK RECORD
INTERNATIONAL OUTREACH**

Session: _____ / _____

Name of Student: _____

Dates of Practice: _____

School & Class(es): _____

It would be most helpful if the principal or, if the principal prefers it, the class teacher completed this part of the School-Based Work Record form.

Please tick the appropriate answers below. More than one phase may be ticked under each heading. Please do not treat as a five-point scale.

1. RELATIONSHIPS WITH PUPILS: *How did the student get on with the children?*

Excellent rapport
established

Interested in children/
some rapport

Normally
satisfactory

Impersonal

Insensitive

2. ATTITUDE TO WORK: *Are you satisfied the student was taking the work seriously?*

Extremely
hardworking

Enthusiastic/
interested

Normally
indifferent

Not very
interested

Uninterested

3. COOPERATION: *Was the student helpful and cooperative?*

Most co-
operative

Very willing
to help

Normally
helpful

Had to be
asked to help

Uncooperative

4. COMMUNICATION: *Was the student able to converse with the class fluently?*

Very fluent

Fluent

Somewhat
incoherent

Not clear

5. GENERAL: *Are there any other comments you would like to make with regard to study practice for European students?*

Signature: _____
(Class teacher)

Principal: _____

PLEASE POST THIS FORM DIRECT TO THE COLLEGE USING THE PRE-PAID ENVELOPE PROVIDED.

SECTION 5: CHILD PROTECTION POLICY

INTRODUCTION

We, in Stranmillis University College, have a primary responsibility for the care, welfare and safety of the students in our charge. We will carry out this duty through, amongst other policies, our child protection policy, which aims to provide a caring, supportive and safe environment and values individuals for their unique talents and abilities - an environment in which all our students can learn and develop to their full potential. One way in which we seek to protect our students is by helping them learn about the risks of possible abuse, helping them to recognise unwelcome behaviour in others and to acquire the confidence and skills they need to help keep children safe in their placements/school based settings. Student placement providers will be furnished at the outset with this partnership agreement which outlines the University College's responsibility to report any child protection issues.

PROCEDURES

The central thrust of the Children (N.I) Order 1995, which came into effect on 4 November 1996, is that *the welfare of the child must be the paramount consideration*, and it is this essential principle which underpins the procedural format that follows. These procedures apply to all of the College's full-time and part-time programmes.

Procedures for students on placement/school based work are as follows:

- (a) Student will report the concern to their placement/school based setting line manager (teacher, supervisor, leader)
- (b) Line manager/teacher will notify the designated teacher for child protection in schools or appointed person for educational groups
- (c) The designated teacher/appointed person must notify the Principal/Manager/Owner, and together they will decide, taking advice where necessary, if the information is such that the matter should be referred immediately to the Social Services

- (d) Student will inform the College Child Protection Co-ordinator (CPC) and/or Adviser of Studies that a child protection concern has been reported within their placement/schools based setting
- (e) CPC and/or Adviser of Studies will provide the student with advice and College student support services will be offered where appropriate/necessary.

If a student is still concerned regarding a child protection issue, the following should apply:

- (f) Student reports concern to CPC and/or Adviser of Studies, however, the CPC will be informed of *all* child protection issues
- (g) CPC will initially discuss the concern with the student where necessary and maintain a written record of the details
- (h) CPC will discuss concern with the Adviser of Studies, and together they will decide, taking advice where necessary and maintaining a written record where appropriate if the information is such that the matter should be referred immediately to the Social Services
- (i) If agreement cannot be reached, the decision should be made by the CPC; but where there is doubt, a referral may be made by the Adviser of Studies
- (j) Communication between designated personnel of schools/educational settings should be maintained
- (k) Whatever the decision, the student should be informed of actions taken.

If you have any queries regarding the College Child Protection Policy, please feel free to contact the Child Protection Co-ordinator, Dr Bronagh McKee (028 9038 4405) or the Programme Leader Schools/Partnerships (028 9038 4344).